

Set Limits and Save Your Sanity

Children: Developmental Stages

Domains of Development

- Social-emotional
- Language
- Physical- motor
- Intellectual
- Creative

Cognitive/Intellectual Development

- Sensory-motor: (birth to 2) touch & move; think & act simultaneously
- Pre-operational: (2 to 5-7) symbolic play; magic – pre-logic;
- Operational: (5-7 to 11) Logical thinking for physical reality
- Formal operational: (11 to 15 onward) abstract thinking

Parenting Styles

Authoritarian

- Goal: obedience to obedience; do what parent says
- Style: punishment
- Attitude: child is empty vessel to be filled; parent is expert
- Conflict mode: demanding; no-nonsense

Permissive

- Goal: a creative, thinking child
- Style: ignore misbehavior; don't inhibit the child
- Attitude: don't inhibit child; don't upset child; children learn from consequences of actions
- Conflict mode: avoid problems (give-in), smooth over problems, ignore problems

Democratic

- Goal: responsible child who makes wise decisions
- Style: set a few limits but always explain the reason
- Attitude: children learn = practice P.S.skills to find acceptable choices
- Conflict mode: problem-solving (collaboration) and compromise
- Combines support & challenge, tolerance & limit setting, praise & consequences

Balance¹ • Support & Challenge • Tolerance & Limit Setting • Praise & Consequences

¹ Axelman, Ph.D. C.A.R.E. Parent Therapy

² Kohn. Punished by Rewards



Negative Techniques

- Spank
- Bribe
- Nag, threaten, demean

Techniques with Limited Effectiveness: Behavior Modification

Reward² Pros Quick compliance Doesn't involve physical punishment Cons Models manipulative, external behavior Ruptures relationships Discourages risk taking Ignores reasons for misbehavior Undermines acting for moral reasons	Time-out Pros Quick compliance Doesn't involve physical punishment Cons No long term carry over for future behavior Behaves from fear; extrinsic reason Doesn't see consequences of actions on others Doesn't learn acceptable ways to gain desires
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Tools (Positive Discipline Techniques)

- Consistency and predictability in routines
- Respectful Communication
 - active listening
 - positive speaking
- Positive Options: M.I.R.R.O.R.

Make a game: use fantasy & humor
Ignore: pay no attention
Redirect: tell child what to do
Restructure environment: people, place, object, time
Offer choice:
 acceptable choices
 when _____, then _____.
 either _____, or _____.
 consequences of actions
Resolve with problem-solving: work together for win-win solutions

Problem Solving to Find the Right Solution

- Define the problem in behavior terms
- Gather information
 - determine frequency of misbehavior
 - find patterns: When? Where? Who is around? What occurred earlier today?
 - establish problem ownership: who is negatively affected?
 - check developmental level: Is compliance a reasonable expectation?
- Brainstorm solutions including M.I.R.R.O.R. options
- Choose one solution and try it
- Evaluate for next time

Tips for Hot Spots (Child is angry, irrational, etc.)

- Cool-Off
 - Time to calm down, and then return to resolve problem
 - Use same specific place: stairway, child's room, etc.
 - Have comforting toys to help child soothe him/herself
 - Hold and rock very young children:
 - *I can see you are mad; I will help you calm down.*
 - Sing songs to child;, encourage child to take deep breaths (try it as a game)
 - When child is calm, find a positive way to resolve the child's problem
- Cool-off looks like time-out except
 - Child is encouraged to find toys or method - which aid him/her to calm down
 - It is not an end in itself
 - It is not a punishment
- Model cool-off when you are upset

I am so angry, I need to sit down and take cool-off before I decide what to do.
- Acknowledge child's anger

Year one	18 months
Physical	Physical
Large Muscles <ul style="list-style-type: none"> • stands without holding on • may walk, but probably prefers to crawl • climbs up & down steps • may climb out of crib Small Muscles <ul style="list-style-type: none"> • may use both hands at same time for different things • uses thumb well • may show preference for one hand • may undress self or untie shoe Social-Emotional Emotional (Feelings & Self-awareness) <ul style="list-style-type: none"> • shows wide variety of emotions & responds to those of others • fears strangers & new places • shows affection • shows moods & preferences • may know difference between own possessions & those of others Social <ul style="list-style-type: none"> • feeds self • helps dress self • obeys commands • seeks approval but not always cooperative Intellectual / Cognitive <ul style="list-style-type: none"> • good at finding hidden objects • increased memory • solves problems • uses trial & error methods effectively • explores new approaches to problems • thinks about actions before doing them (sometimes) • imitates people who are not present Language <ul style="list-style-type: none"> • knows words stand for objects • begins to sound like she/he speaks the language of parents (same tones & intonations) • uses gestures to express self • may say two to eight words 	Large muscles <ul style="list-style-type: none"> • walks fast & well • seldom falls • runs, but awkwardly • walks up stairs holding a hand Small muscles <ul style="list-style-type: none"> • can use crayon to scribble as well as imitate marks • better control at self-feeding Social-Emotional <ul style="list-style-type: none"> • imitates adults in dramatic play • interested in helping with chores • interested in dressing process; can undress to some extent • may be beginning to get some bladder & bowel control Intellectual / Cognitive <ul style="list-style-type: none"> • can begin to solve problems in her/his head • rapid increase of language development • beginning of ability to fantasize & role-play Language <ul style="list-style-type: none"> • may use words to gain attention • can use words to indicate wants • may know ten words • enjoys picture books

Two Year Olds

Social-Emotional

Self-centered
 Unable To Share
 Clings To Familiar; Resistant To Change
 Ritualistic; Insists On Routines
 Dependent
 Likes One Adult At A Time
 Quits Readily; Easily Frustrated
 Goes To Extremes
 Impulsive; Shifts Activities Suddenly
 Easily Distracted
 Pushes, Shoves
 Finicky, Fussy Eater
 Refers To Self By Given Name
 Treats People As Inanimate Objects
 Dawdles; Slow-Geared
 Plays Parallel Not With Peers
 Watches Others
 Likes People
 Excited About Own Capabilities

Language

Uses Two Or Three-Word Sentences
 Telegraphic Sentences: "Throw Ball"
 Has Difficulty In Pronunciation
 "Mine" Most Prominent Pronoun
 Spontaneous Language; Rhythmic, Repetitive
 Constant Talking; Interested In Sound
 Sings, Phrases Of Songs, Not On Pitch
 Can't Articulate Feelings
 Frustrated When Not Understood
 May Stutter
 Asks "Whassat?"
 Can Match Words With Objects
 Repeats Words And Phrases

Physical-Motor

Big Muscles

Uses Whole-Body Action
 Pushes, Pulls, Pokes
 Climbs Into Things
 Leans Forward While Running
 Climbs Stairs One By One
 Dependent On Adults for Some Moves
 Lugs, Tumbles, Topples; Unsteady
 Expresses Emotions Bodily
 Has Difficulty Relaxing

Small Muscles

Can Help Undress
 Grasps Cup With Two Hands
 Awkward With Small Objects
 Alternates Hands; Preference Developing
 Can Rotate To Fit Objects

Intellectual / Cognitive

Investigates With Touch And Taste
 Sensory-Oriented
 Intrigued By Water, Washing
 Likes To Fill, Empty Things
 Has Limited Attention Span
 Lives In Present
 Only Understands Familiar Concepts
 Colors And Numbers Are Meaningless
 Needs Own Name Used
 Doesn't Recognize Problems
 Does One Thing At A Time
 Remembers Orders Of Routines
 Recalls Where Toys Are Left
 Knows, Points To: Arms Nose, Mouth Feet, Eyes

Three Year Olds

<p>Social-Emotional</p> <p>Highly Imitative Of Adults Wants To Please Adults; Conforms Responds To Verbal Suggestions Easily Prompted, Redirected Can Be Bargained With, Reasoned With Begins To Share, Take Turns, Wait Avid “Me-Too”er Exuberant, Talkative, Humorous Has Imaginary Companions Has Nightmares, Animal Phobias Plays Consciously, Cooperatively With Others Plays Spontaneously In Groups Dramatizes Play Goes After Desires; Fights For Them Asserts Independence Often Often Stymied, Frustrated, Jealous Sympathizes</p> <p>Language</p> <p>Talkative With Or Without A Listener Can Listen In Order To Learn Likes New Words Increases Use Of Pronouns, Prepositions Uses “S” To Indicate Plural Nouns Uses “Ed” To Indicate Past Tense Uses Sentences Of Three Or More Words Says, “Is That All Right?” A Lot Talks About Non-Present Situations Puts Words Into Action Moves And Talks At The Same Time Substitutes Letters In Speech: “W” For “R” Intrigues By Whispering</p>	<p>Physical-Motor</p> <p>Big Muscles</p> <p>Well-Balanced Body Lines Walks Erect; Nimble On Feet Gallops In Wide, High Steps Alternates Feet In Stair Climbing Suddenly Starts, Stops Turns Corner Rapidly Swings Arms When Walking Jumps Up And Down With Ease Uses Toilet Alone Rides A Tricycle Puts On, Takes Off Wraps With Help Has Activity With Drive And Purpose</p> <p>Small Muscles</p> <p>Unbuttons Buttons Has Some Finger Control With Small Objects Grasps With Thumb And Index Finger Holds Cup In One Hand Pours Easily From Small Pitcher Washes Hands Unassisted Can Carry Liquids (big & small muscles)</p> <p>Intellectual-Cognitive</p> <p>Enjoys Making Simple Choices Alert, Excited, Curious Asks “Why?” Constantly Understands “It’s Time To . . .” Understands “Let’s Pretend . . .” Enjoys Guessing Games, Riddles Has Lively Imagination Often Names Block Buildings Has Short Attention Span Carries Out Two To Four Directions In Sequence Often Colors Pages One Color Can’t Combine Two Activities Names And Matches Simple Colors Has Number Concepts Of One And Two Sees Vague Cause/Effect Relationships Can Recognize Simple Melodies Distinguishes Between Night And Day</p>
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Four Year Olds

<p>Social-emotional</p> <p>Tries Out Feelings Of Power Dominates; Is Bossy, Boastful Assertive, Argumentative Shows Off; Is Cocky, Noisy Can Fight Own Battles Hits, Grabs, Insists On Desires Explosive, Destructive Easily Over-Stimulated; Excitable Impatient, Intolerant In Large Groups Cooperates In Groups Of Two Or Three Develops "Special" Friends In-group Develops; Excludes Others Shifts Loyalties Frequently Resistant; Tests Limits Exaggerates, Tells Tall Tales Alibis Frequently Teases, Outwits; Has Terrific Humor May Have Scary Dreams Tattles Frequently Has Food Jags, Food Strikes</p>	<p>Physical Motor</p> <p>Big Muscles</p> <p>Longer, Leaner Body Build Vigorous, Dynamic, Acrobatic Active Until Exhausted "Works," Builds, Drives, Pilots Can Jump Down Own Height & Land Upright Hops, Skips Throws Large Ball, Kicks Accurately Can't Throw Overhand Stands On One Foot Races Up And Down Stairs Turns Somersaults Walks Backward Toe-Heeled Accurate, Rash Body Movements</p> <p>Small Muscles</p> <p>Copies A Cross, Square Can Draw A Stick Figure Holds Paint Brush In Adult Manner Can Lace Shoes Dresses Self Except Back Buttons, Ties Has Sureness And Control In Finger Activities</p>
<p>Language</p> <p>Has More Words Than Knowledge A Great Talker Likes Words, Plays With Them Has High Interest In Poetry Able To Talk To Solve Conflicts Responds To Verbal Directions Enjoys Taking Turns To Sing Along Interested In Dramatizing Songs, Stories Exaggerates, Practices Words Uses Voice Control, Pitch, Rhythm Asks "When?" "Why?" "How?" Joins Sentences Together</p>	<p>Intellectual / Cognitive</p> <p>Does Some Naming And Representation In Art Gives Art Products Personal Value Can Work For A Goal Questions Constantly Interested In How Things Work Interest In Life-Death Concepts Has An Extended Attention Span Can Do Two Things At Once Dramatic Play Is Closer To Reality Judges Which Of Two Objects Is Larger Has Concept Of Three; Can Name More Has Accurate Sense Of Time Full Of Ideas Begins To Generalize; Often Faulty Likes A Variety Of Materials Calls People Names Has Dynamic Intellectual Drive</p>

Five Year Olds

<p>Social-Emotional Poised, Self-confident, Self-contained Sensitive To Ridicule Has To Be Right; Persistent Has Sense Of Self-identity May Get Silly, High, Wild Enjoys Pointless Riddles, Jokes Enjoys Group Play, Competitive Games Aware Of Rules, Defines Them For Others Chooses Own Friends; Is Sociable Gets Involved With Group Decisions Insists On Fair Play Likes Adult Companionship Accepts, Respects Authority Asks Permission Remains Calm In Emergencies</p> <p>Language Uses big words Uses complete sentences regularly Can define some words Spells out simple words Takes turn in conversation Has clear ideas and articulates them Uses words to give, receive information Insists “<i>I already know that</i>” Asks questions to learn answers Makes up songs Enjoys dictating stories</p>	<p>Physical-Motor</p> <p>Big Muscles Completely coordinated Has adult-like posture Has tremendous physical drive Enjoys jumping, running, doing stunts Rides a two-wheeler Balances on a balance beam Jumps rope Runs lightly on toes Likes to dance; is graceful, rhythmic Sometimes roughhouses, fights</p> <p>Small Muscles Draws a recognizable person Likes to use fine-motor skills Learns how to tie bow knot Has accuracy, skill with simple tools Dresses self completely</p> <p>Intellectual / Cognitive Curious about everything Wants to know “<i>how?</i>” “<i>why?</i>” Likes to display new knowledge, skills Somewhat conscious of ignorance Attention span increases noticeably Knows tomorrow, yesterday Can count 10 objects Sorts objects by single characteristic Knows name, address, town Makes a plan, follows it</p>
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Six To Eight Year Olds

<p>Social-Emotional</p> <p>Age 6 Wants things done at once Needs to be center of attention; first, win Assertive, bossy Prefers peers (own gender) to siblings Erratic friendships; often has best friend Frequently opposes mom</p> <p>Age 7 Sensitive to reactions of others Avoids disapproval by leaving Complains about unfair treatment Wants to know limits Polite / considerate to adults Enjoys friends & solitary activities</p> <p>Age 8 Regaining self-confidence Concerned how about parent's feelings Can be attentive/responsive to adult conversation Attracted, yet hostile to opposite sex Begins to be concerned with social status, clothes, etc.</p> <p>Language (6 to 8) Enjoys putting language skills to paper Talks <i>with</i> adults, rather than <i>to</i> them Language skills vary from child to child Slower acquisition of new words</p>	<p>Physical-Motor (6-8)</p> <p>Big Muscles Growth Relatively Slow Bones Growing And Solidifying Permanent Teeth Appearing Hungry At Short Intervals; Loves Sweets Still Enjoys Active Play Likes To Roughhouse – Gets Out Of Control Susceptible To Fatigue Visual Acuity Reaches Normal Still susceptible to Respiratory & Communicable Diseases</p> <p>Intellectual-Cognitive</p> <p>Age 6 Likes To Work – But In spurts Open To Learning Reading/Arithmetic Tends To Be A Know-It-All Proud Of Good Schoolwork</p> <p>Age 7 Quieter Than 6 Assimilates Wealth Of New Experiences Consolidating Reasoning Abilities Increasingly Mental Listens, Instead Of Doing All The Talking Asks For Responsibilities More Persistent And Careful In Work Habits</p> <p>Age 8 Enormous Curiosity Likes To See New Things, Go New Places Judgmental Attitude Has Gone Beyond “Here-And-Now” to Other Times Excited About Historical Events And People</p>
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Normal Development: 9 Years Old²

<p>Physical development</p> <ul style="list-style-type: none">• acquires greater small muscle coordination• has increasing dexterity• favours active, highly charged games and sports• wants to excel in sports and recreational skills• becomes more interested in clothing and appearance• laughs at bathroom humor <p>Social development</p> <ul style="list-style-type: none">• has ideas and interests independent from parents• does not like anything "different"• wants to talk, dress, and act just like friends• is involved in informal clubs and small groups of the same sex• begins to just sit and talk with friends	<p>Emotional development</p> <ul style="list-style-type: none">• becomes self-absorbed and introspective• tends to be critical of self• takes comfort in knowing others experience similar troubling feelings <p>Mental development</p> <ul style="list-style-type: none">• uses reference books with increasing skill• becomes immersed in a hobby or project, then drops it for another• may be a perfectionist• generally follows instructions• is developing personal standards of right and wrong• is highly concerned about fairness
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Each child is unique. It is therefore difficult to describe exactly what should be expected at each stage of a child's development. While certain attitudes, behaviors, and physical milestones tend to occur at certain ages, a wide spectrum of growth and behavior for each age is normal. Consequently, these guidelines are offered as a way of showing a general progression through the developmental stages rather than as fixed requirements for normal development at specific ages. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend. Keep this in mind as you review these milestones.

If you have any concerns related to your child's own pattern of development, check with your pediatrician or family physician.

² About Kids Health <http://www.aboutkidshealth.ca>

Normal Development: 10 Years Old³

<p>Physical development</p> <ul style="list-style-type: none">• physical growth and development varies enormously among this age group• is energetic and spirited• is usually awkward• strives to be physically fit• is fascinated with how the body works• may be curious about drugs, alcohol, and tobacco• continues to revel in bathroom humor <p>Social development</p> <ul style="list-style-type: none">• seeks approval for being "good" from significant people• becomes preoccupied with the opposite sex• relates to peer group intensely and abides by group decisions• succumbs to peer pressure more readily• does not want to be "different"• continues to participate in small groups of same sex• confides constantly in best friend• can be fickle	<p>Emotional development</p> <ul style="list-style-type: none">• fluctuates between dependent child and independent pre-teen• becomes increasingly self-conscious <p>Mental development</p> <ul style="list-style-type: none">• is eager to learn and master new skills• is proud of doing things well• is concerned about personal capabilities• has internalized standards of right and wrong to some degree
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³ About Kids Health <http://www.aboutkidshealth.ca>

Normal Development: 11 Years Old⁴

<p>Physical development</p> <ul style="list-style-type: none">• may experience pubescent growth spurt if female (usually a year or two later for males)• may tire easily and appear lazy (growth spurts drain energy)• may look out of proportion• is preoccupied with and self-conscious about appearance• may have an appetite that fluctuates sharply• enjoys observing or participating in competitive sports• is keenly interested in learning about body changes• may be curious about drugs, alcohol, and tobacco	<p>Emotional development</p> <ul style="list-style-type: none">• may be experiencing sudden, dramatic, emotional changes associated with puberty• mature one moment, immature the next• tends to conceal feelings• is hard on self and ultra sensitive to criticism
<p>Social development</p> <ul style="list-style-type: none">• wants parental assistance, but may resist when offered• is critical of parents• is concerned with prestige and popularity• likes to belong to a group and be like others• becomes quite faddish• spends about twice as much time on weekends with friends as with parents• friendships may change due to different levels of maturity• is acutely aware of the opposite sex	<p>Mental development</p> <ul style="list-style-type: none">• has an increasing attention and concentration span• strives to succeed• has strong opinions• begins to understand the motives behind the behavior of another

Each child is unique. It is therefore difficult to describe exactly what should be expected at each stage of a child's development. While certain attitudes, behaviors, and physical milestones tend to occur at certain ages, a wide spectrum of growth and behavior for each age is normal. Consequently, these guidelines are offered as a way of showing a general progression through the developmental stages rather than as fixed requirements for normal development at specific ages. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend. Keep this in mind as you review these milestones.

If you have any concerns related to your child's own pattern of development, check with your pediatrician or family physician.

⁴ About Kids Health <http://www.aboutkidshealth.ca>

Recommended Resources

Parenting Books

Beekman and Holmes. *Battles, Hassles, Tantrums & Tears: Strategies for Coping with Conflicts and Making Peace at Home.*, 2001.

Clark. *Time-In When time-out Doesn't Work..* 1999.(www. Parenting Press.com.)

Coloroso. *Just Because It's Not Wrong Doesn't Make It Right: Teaching Kids to Think and Act Ethically.* 2008.

----- *Kids Are Worth It! Giving Your Child the Gift of Inner Discipline.* 1994.

Crary. *Without Spanking or Spoiling: A Practical Approach to Toddler & Preschool Guidance,* 1993. .(www. Parenting Press.com.)

-----*365 Wacky, Wonderful Ways to Get your Children to Do What You Want,* 1995 (800-992-6657.) .(www. Parenting Press.com.)

Dwerk. *Mindset. The New Psychology of Success.* 2009.

Kurcinka. *Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, Energetic.* Harper Perennial, 2006.

Kids, Parents, and Power Struggles, Quill Publishing, 2001.

Sleepless in America. 2006.

Pink, Daniel. *Drive. The Surprising Truth About What Motivates Us.,* 2009.

Klavan. *Taming the Homework Monster: How to Make Homework A Positive Learning Experience for Your Child.* 1992.

Kohn. *Punished by Rewards.* 2001..

Kurcinka. *Sleepless in America: Is Your Child Misbehaving or Missing Sleep?* 2006.

----- *Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, Energetic.* 2006.

----- *Kids, Parents, and Power Struggles.* 2001.

----- *Sleepless in America.* 2007.

Satter. *How to Get Your Kids to Eat, But Not Too Much.* 1987.

Van der Zande. *1,2,3. . . The Toddler Years.* Santa Cruz Toddler Care Center, 1738 16th Ave., Santa Cruz, CA 95062, 2003. (Available from Amazon.)

Zimbardo. *The Shy Child: A Parent's Guide to Overcoming and Preventing Shyness from Infancy to Adulthood.* 1999.

Aggression and Television

Carlsson-Paige and Levin. *Who's Calling the Shots? How to Respond Effectively to Children's Fascination with War Play and War Toys.* 2002..

Chen. *The Smart Parent's Guide to KIDS' TV.* KQED Books, 1994.

Books by Sue Dinwiddie

Dinwiddie. *I Want It My Way! Problem-Solving Conflicts with Children Two to Eight.* www.betterworldpress.net

----- *Let Me Think! Activities to Develop Problem-Solving Abilities in Young Children.*
www.betterworldpress.net